**Pedagogical agreements at Darlington School**

Our mission to Develop Expert Learners means we employ the Gradual Release Model and explicit teaching strategies. At Darlington:

- staff make clear the purpose of learning
- staff provide instruction, modelling, scaffolds, prompts, feedback and interventions to support students to become independent, adaptable and confident learners
- students understand success criteria and how to plan, monitor and assess their learning
- students and staff employ consistent language of learning
- staff use the Teaching for Effective Learning framework to guide their planning, practice and professional learning

‘I Do, We Do, You Do’.

**DPS BELIEFS about LEARNING:**

- All students can, and are entitled to, learn
- Differentiated learning opportunities meet the needs of all students
- Students are engaged in their learning when they can connect with and recognise its purpose and when they are actively planning, monitoring and assessing their progress against known criteria
- Learning is relevant and purposeful when it is related to real life experiences and can be applied by the students in a variety of situations
- Students who are at school and on time have increased opportunity to learn successfully

**VALUES:** Love, Courage, Confidence, Creativity, Responsibility.

**DPS SITE IMPROVEMENT PLAN 2014 - 2016**

**Developing Expert Learners**

Expert learners need deep understanding & knowledge of learning and its application. Our data shows an opportunity to increase students’ levels of comprehension in Literacy & Numeracy and families’ understanding of the significance of regular attendance. Therefore we:

- explicitly teach comprehension strategies and how students apply these across the curriculum and in varying situations
- analyse and plan using achievement data that identifies students’ application of comprehension strategies, as well as determining miscues and learning styles
- use the Australian Curriculum literacy strand; interpreting, analysing and evaluating, to plan and assess learning
- utilise a natural maths approach to promote deep numerical thinking
- implement consistent and rigorous approaches to improve attendance

**Comprehension:** the ability to understand the meaning or importance of something and the knowledge that is acquired as a result. Macquarie Dictionary Online, 2014.
## Darlington School Wellbeing Action Plan 2015: Comprehension, Attendance & Behaviour

<table>
<thead>
<tr>
<th>Priorities:</th>
<th>Targets:</th>
<th>Strategies:</th>
<th>Evaluation Measures:</th>
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<tbody>
<tr>
<td>The two or three key areas for specific focus over the next 12 months, as determined from analysis of learner data and Self Review processes</td>
<td>Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate</td>
<td>The major actions that staff – teachers, SSOs, leaders – commit to do so that learners are supported at classroom level to achieve the Targets</td>
<td>The data, evidence, processes and timelines to be used to monitor / measure / evaluate progress towards achievement of the Targets and/or effectiveness of Strategies</td>
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**Analysis of attendance data shows:**
- Mainstream attendance average at 89.3%, below Region and DECD
- IELC attendance average at 96.4%, above Region and DECD
- ATSI attendance rate at 81.9%, above DECD and below Region

The need to increase mainstream parents’ comprehension of the importance of attendance is apparent.

COP data shows that staff and families view DPS behaviour policy as inconsistently implemented and out-dated.

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<td><strong>Analysis of attendance data shows:</strong></td>
<td><strong>To increase mainstream parents' understanding of the significance of attendance and to improve their capability to ensure their children attend regularly and promptly, thus achieving an attendance rate of 93% by the end of 2015.</strong></td>
<td><strong>Identify strategies parents have found effective and promote these through diverse communication</strong></td>
<td><strong>Attendance data reviewed and rate identified each term (EDSAS)</strong></td>
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<tr>
<td>- Mainstream attendance average at 89.3%, below Region and DECD</td>
<td>- IELC attendance average at 96.4%, above Region and DECD</td>
<td>- Meetings</td>
<td>Perception data sourced from staff, students and parents regarding efficacy of parent and student to attend regularly and on time through diverse approaches:</td>
</tr>
<tr>
<td>- ATSI attendance rate at 81.9%, above DECD and below Region</td>
<td><strong>To develop an agreed Behaviour Education plan that is documented and implemented by end term three 2015 and that 90% of COPs in term four agree is consistently applied.</strong></td>
<td>- Home visits</td>
<td>- Text</td>
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<td><strong>Utilise varying Human Resources:</strong></td>
<td>- Parent sessions</td>
<td>- Home visits</td>
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<td>- AIO</td>
<td>- Fliers</td>
<td>- Telephone</td>
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<td>- AET</td>
<td>- Emails</td>
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<td>- AECO</td>
<td>- Social media</td>
<td>Perception data COPs &amp; DIAf Rubrics) from:</td>
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<tr>
<td></td>
<td>- Families SA</td>
<td>- Social media</td>
<td>- Staff</td>
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<td>- Social Workers</td>
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<td>- students</td>
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<td>- parents</td>
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</tbody>
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Roll marked by 8.50

Develop class ‘Attendometers’
| | | Utilise SSO to check absentees at 10.00: parents contacted by text or call.  
Review data on days breakfast club is offered  
Review morning 'activities' to attract prompt attendance  
Consult with staff students and parents regrading perceptions of behaviour education and identify similarities to develop a shared agreement.  
Lead staff in determining expectations and responses to behaviour based on shared agreement. |